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PSY 201.01: Human Development Through the Lifespan

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COURSE SYLLABUS
The University of Montana
HUMAN DEVELOPMENT THROUGH THE LIFESPAN- PSY201

FACULTY CONTACT INFORMATION:

PROFESSOR:

DR. EAGLEHEART THOMAS, PH.D. [Dr. "E"]

OFFICE:

Health & Business Building Faculty offices

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909 South Ave. West
Missoula, MT 59801

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OFFICIAL UNIVERSITY EMAIL ADDRESS:

linda.eagleheart@mso.umt.edu this is the **ONLY** email that you are to use for me]

Office Hours:

By appointment or Two other ways to reach me during the day includes instant messaging:

1. Yahoo Messenger My screen name is "dreagleheart"
2. MSN Messenger screen name is "DrEagleHeart"
3. AOL Instant Messenger screen name is "lindaeagleheart"

Log into it for **real time communication**

COURSE INFORMATION :

NAME OF COURSE : HUMAN DEVELOPMENT THROUGH THE LIFESPAN, PSY201

University of Montana Online Course WEBSITE: courseware.umt.edu

Prerequisite: Introductory Psychology, PSY 100s Or PSYC100s/ Or Equivalent Transfer Introductory Psychology Course, or consent of instructor

PSY 100S is a requirement for all students wishing to take this course. You must have already completed a course in introductory psychology [C or better grade] in order to be admitted to this class. Concurrent enrollment [BOTH AT THE SAME TIME NOT ALLOWED] with this class and Introductory Psychology will not satisfy the prerequisite requirement.

Required Texts

1. Textbook PACKAGE!: Development through the Lifespan by Laura E. Berk, 4th Edition. [Package includes TEXT and the following: 1. Observation Video 2. Guide Book, & 3. Mydevelopmentlab [Contains the Electronic Text, Practice Tests, PowerPoints, and a Student Study Guide and other materials]

[You are required to have the Observation guide book AND VIDEO!] If you have a problem with this policy, please see me [It is packaged free with your text]

PURCHASING MATERIALS:

YOUR MATERIALS MAY BE PURCHASED FROM THE COLLEGE OF TECHNOLOGY BOOK STORE [this is NOT the book store at the University Bookstore in the University Center at the Main Campus!!] You may also call the bookstore—243-0211, ask for COT Book store, and ASK for DEBI the Manager. **YOU must have your text package BEFORE Classes Start or you will be behind.**

Course Description

Human development is an incredibly complex process That grows out of the interaction between a changing person and a changing world and that continues throughout the lifespan. This course will introduce you to major theories of human development and show you how they guide researchers and others to analyze "real life" issues that developing persons face. This course will strive to help you to appreciate that the best advice about such matters as enriching environments for infants, raising children, working with troubled adolescents, and elder care is based on research reports rather than on armchair speculation. This course will provide opportunities to explore current scientific knowledge and theories, including both classic and contemporary research concerned with understanding developmental processes.

One of the goals of this class will be teach you to examine your own personal insights based on personal experiences and observations of others using the knowledge and techniques learned throughout the semester. It is important to remember that critical thinking and mastery of the course content as presented in the text, class exercises, observations, and assigned projects crucial to your success in this class.

Course Objectives

At the end of the semester, you should be able to:

1. Describe development-including biosocial, cognitive, and psychosocial-as an ongoing set of processes, involving both continuity and change, by giving examples from the literature.
2. Analyze different developmental events from observations using the perspectives of the major theories of development-cognitive, learning, humanistic, and psychoanalytic-and recognize those theories when used by others to analyze events.
3. Explain how research contributes to the understanding of development and evaluate and use research findings to investigate a topic of interest to you.
4. Recall important developmental concepts and be able to recognize and apply these concepts in various situations. Emphasis is on application rather than memorization of concepts and theories, therefore critical thinking is stressed.

COURSE REQUIREMENTS AND EXPECTATIONS

Activities and Assignments:

Observations

Observations of human behavior are one requirement of the course:

Your course comes with an observational video that will allow you to observe these ages and complete lab sheets and then interpret those behaviors. The lab booklet that comes with your text includes the materials we will use for observations. You will not complete every page, however, so watch for specific sections to be assigned.

Assignments:

There will be 2 projects relating to the different age ranges. These are short projects found on your website is used to guide you through the course with a hands-on approach.

Reaction Papers:

During the semester we will review 3 or 4 films to which you will write a short reaction paper. Each of these papers is required and you will receive the questions/instructions during the showing of the movie. They will then be due the following class period.

Course Writing Requirements

All papers (observations, reaction papers and other applied projects are to be written as formal academic compositions. In other words, grammar and spelling are important. If grammar or spelling is poor it can make it impossible for you to get your point across to the reader. Be careful about spelling. While not important in and of itself, poor spelling makes a paper seem flawed. Use your spellchecker and proofread.) Double space, type, and use APA format or other composition format (see the librarian). Each project grade guidelines are posted on the website under assignments. You are responsible for understanding these guidelines.

CORRESPONDING WITH ME

In every email, you will use the following format in the subject line of your email!!:

Last name, First Name, PSY100S, Section #, Assignment/Exam #.

EXAMPLE: JONES, SALLY, PSY201.50, Observation #2

Assessment of Student Learning

Your grade in this class is based on the following:

1. 4 exams (150)	600
2. Assignments	50
3. 3 Reaction Papers [100]/ 1Special Project [50]	150
4. Observations/ Manual	<u>200</u>
Total points	1000

Part of your grade in this class is based on actual observations and short projects. Exams are 60%.

- The final grade is based upon the total number of points accumulated and is calculated in absolute percentages: 94% and above is an A, 90-93% A-, 88%-B+, etc. etc. NO PASS/FAIL option is available for this class—Auditing only with approval from instructor.

ATTENDANCE:

While attendance is not Mandatory, failure to attend at least 70% of the course will constitute a failure.

BONUS POINTS**

Attendance – You will receive a maximum of 25 Points added to final grade after all scores. If you miss a class, even if you are ill or have a legitimate excused absence, you will not receive attendance points because these are only bonus points, given only when you sign in. So you can choose when you need to miss a class at no penalty to you.

Miscellaneous Points

Disabilities and Special Learning Needs: _ Please inform me as soon as possible if you have any disabilities or circumstances that may require special considerations. It is your responsibility to inform me, at the outset of this course, of any disability and the ways that you and the DSS have determined are necessary to accommodate your needs. I am happy to work with you to achieve your goals for the course. I will expect to receive a letter from DDS documenting your requested accommodations.

Dropping course: Please note the last day to drop this class [see the website of University of Montana 5/29 is the last day for summer]. After this date, petitions will be approved only in the case of documentable emergencies. This departmental policy is strictly observed, so please plan accordingly. Failure of the class is not reason to petition me to allow a drop.

COURSE CHANGES:

The instructor reserves the right to make changes to course requirements, the schedule, etc. Any such changes will be announced in announcements. Students not checking their announcements regularly may miss changes. I will not be notifying you by email. Students are responsible for these announcements. So make sure that you check your email and announcements at least daily.

Class Meetings/Policies:

Class meetings will follow lecture format, topic discussion OR either large group or small group discussions; Questions and discussions are most welcomed! You are expected to read all assigned textbook chapters prior to attending class and master all concepts presented by guest speakers and lectures, demonstrations, videos, and the text.

LECTURES:

The lectures may not necessarily follow the format of the text, as the lectures are designed to compliment the material you read, not duplicate it. The lectures are designed to EXPAND your assigned readings.

This also means that I will NOT lecture on each and every chapter, but you will be responsible to understand the material and may be quizzed on it. You will be asked to review relevant chapters prior to class sessions. New information outside the text will also be introduced and it is your responsibility to take notes.

I will not provide my lecture notes for students who miss class. PLEASE do not email me and ASK what you missed. I will not respond. If you miss lectures, you will need to get notes from someone in the class. Consequently, attendance to all classes is strongly recommended, as there will be information presented by myself or guest speakers that may not be in your text.

The use of lecture time will vary according to topic; for example, lectures will sometimes be used to clarify or expand on textbook material, and at other times to introduce new, related topics. There may be video, movies or guest speakers as well as internet assignments.

CLASS PARTICIPATION AND IN-CLASS EXERCISES:

You are expected to participate in class discussions by asking questions, offering answers, and debating issues; although you do not have to be verbally involved in every discussion, you must be attentive to the discussion as it occurs.

Please do not conduct side conversations while I am lecturing or someone else is talking. It is also inappropriate to be doing other homework, activities, or reading during this class period. This includes texting with your cell phone, playing games on your cell phone, or listening to an IPOD or other personal music devices. I find it rude and annoying. Other students have complained about these activities as distractions. Students who violate this policy will be asked to leave. You are expected to be involved in every in-class exercise and observation.

CELL PHONES: Cell phones are required to be turned off during this class. Please DO NOT answer your phone while I am lecturing, or TEXT message, or PLAY games, as I have found that I lose the continuity of thought and may forget where I am in the lecture.

EXAMS POLICIES AND PROCEDURES:

There are 4 examinations. Exams will cover material discussed in the textbook and will be applied and conceptual rather than factual recall. Exams will be non-cumulative; that is, they will test only the material covered in the specific segment of the course indicated in the syllabus. The EXAMS will be multiple-choice, true-false, and short-answer formats. Exams WILL be administered via computer. Please note the following important points about the examinations:

All exams must be taken! There will be no make-up exams. NO late exams accepted. I list date, and TIME [Montana Mountain time] that the exam will be available so you will need to be aware that there is a cut-off time. 15 minutes late is late—you will receive a zero for assignment, or exam. There are adequate resources for taking exams via computer. IT is assumed that you have adequate resources to complete your course requirements [SEE the REQUIREMENTS at the beginning of the syllabus]. The best action is to be proactive and PLAN for unforeseen emergencies. What this means is that I hold you responsible to understand due dates and meet deadlines. If you do not do so, the following statement per your syllabus applies "NO late papers or exams will be accepted. Exams are due by the date/time stated. NO exceptions" I will not make alternative arrangements to give any exams early due to travel plans, school projects, or other courses requirements. This includes the last exam, so do not request me to do so. NO EXCEPTIONS!***

***Make Up Policy: In rare instances there may be circumstances that prevent a student from attending the class or submitting an assignment, but these are RARE. There are university guidelines in the student handbook on the University of Montana Website. Requirements!!! (1) prior notification via my EMAIL and (2) written documentation – both mandatory! Without both, you will not be allowed to make up any assignments.

To make up an assignment, you must meet the following criteria:

Notify your Instructor before the time of the quiz/exam and bring proper documentation.

You must have legitimate documentation verifying the reason for your absence. Examples of Documented circumstances that may merit approval include the following: illness requiring care of a physician, or accident, death or family emergency.

CHILDREN??

PLEASE do not bring your children to class [unless as part of an observation] as this tends to be disruptive to both the instruction process and is distracting to your own learning process. Additionally, I may be lecturing on some topic that I deem inappropriate for children. Please do not bring them even if they are quiet. There are certain movies/material that I may not be able to present with children present. Make back-up arrangements for emergency child-care issues or transportation difficulties. You need to have the backup plan in place so that you do not find yourself without a way to attend classes. PLEASE do not ask for exceptions.

A NOTE ABOUT SUBMITTING ASSIGNMENTS:

All ASSIGNMENTS/PAPERS, & THE OBSERVATION MANUAL] are delivered to me on or before the DUE date during the class period you attend.

DO Not use the Digital Drop box or email. I will not print and return papers. If you prefer to send assignments to me using the US Mail, they MUST be received BEFORE the class period of the DUE date.

In order to insure that I look for your assignments, PLEASE notify me by email that you are delivering assignments by U.S. Mail. To be assured that I do receive assignments you should attempt to turn in on the day due. I do not confirm receipt of your assignment. IF not send it again. ALWAYS, ALWAYS identify Each and EVERY assignment with your Name, Course and Assignment!!! I will not accept excuses of "I sent it via email but it must not have gotten there."

Exams Policies and Procedures including the Final: There are 4 examinations. Exams will cover material in the textbook and will be applied and conceptual rather than factual recall. Exams will be non-cumulative; that is, they will test only the material covered in the specific segment of the course indicated in the syllabus. The EXAMS will be multiple-choice, true-false, and short-answer formats. Exams WILL be administered via computer .

Please note the following important points about the examinations:

All exams must be taken! There will be no make-up exams. NO late exams accepted. I list date, and TIME [Montana Mountain time] that the exam will be available so you will need to be aware that there is a cut-off time for assignments. 15 minutes late is late—you will receive a zero for assignments, or exams. Because this is an internet course, it is expected that you will have access to a working computer. Computer error is not valid reason for Lateness. I will not make alternative arrangements to give any exams early due to travel plan, school projects, or other courses requirements. This includes the last exam, so do not request me to do so. NO EXCEPTIONS!

Disabilities and Special Learning Needs: Please inform me as soon as possible if you have any disabilities or circumstances that may require special considerations. It is your responsibility to inform me, at the outset of this course, of any disability and the ways that you and the DSS have determined are necessary to accommodate your needs. I am happy to work with you to achieve your goals for the course. I will expect to receive a letter from DDS documenting your requested accommodations.

Dropping course: Please note the last day to drop this class [see the website of University of Montana]. After this date, petitions will be approved only in the case of documentable emergencies. This departmental policy is strictly observed, so please plan accordingly. Failure of the class is not reason to petition me to allow a drop.

Course changes: The instructor reserves the right to make changes to course requirements, assignments, the schedule, etc. Any such changes will be announced in announcements on the university website that accompanies this course, as well as in class in a reasonable time. Students not checking their announcements regularly may miss changes as **I will not be notifying you by email**. Students are responsible for these announcements. **So make sure that you check announcements at least daily.**

Announcements:

IT is assumed that you have adequate resources to complete your course requirements. This includes purchasing the course materials. The best action is to be proactive and PLAN for unforeseen emergencies. What this means is that I hold you responsible to understand due dates and meet deadlines. Specifically I will not accept late assignments/exams because you may have waited until the last minute to begin them.. Assignments and exams are comprehensive and may take a considerable amount of time to complete. Waiting until the due date to begin is NOT a good idea.

If you fail to meet any deadlines, the following statement per your syllabus applies "NO late papers or exams will be accepted. Exams and quizzes are due by the date/time stated. NO exceptions" You will not receive a

“reduced grade/points taken off” Late assignments are given zeros. Occasionally I receive emails that say “I am sorry this is late, sorry for the inconvenience. I understand if you have to take off a few points.” Please understand...I will not accept any late assignments.

Expectations are very clear in this Syllabus. It is each student's responsibility to read and understand the syllabus and its policies. If you are not clear on any portion of the course, you have been encouraged to contact me either via email or through the yahoo messenger, or MSN messenger.

COURSE TIME LINE:

Tentative COURSE CALENDAR

This Calendar is an approximate layout of the course. It may change so please check the Announcements. You are responsible for changes.

ASSIGNMENT DUE DATES:

All assignments will be due no later Wednesday, during the class period of the WEEK due. For example, an assignment due WEEK 3, is due that Wednesday during class time [usually at the beginning of class] in Week 3. If the class meets at 10 and is over at 11:30 am, then NOON is LATE—be sure to be ON time. Some assignments may be turned in early.

Week TOPIC/ASSIGNED READING

Week 1,

Read Chapters 1 – 3—Getting Acquainted with your Text, MYDEVELOPMENTLAB, Video Materials

Week 02- Chapters 4-6 Infancy and Toddlers

Monday is a Holiday [Labor Day] NO classes

Infancy & Toddlers-- Birth to 2 years--- Newborn Infants- You should be reading these chapters, and looking at the accompanying video for that age

1. **Special Topic Applied Project: YOUR topic choice is to be submitted during week 4, final version of Applied project due NO later than week 13**
[instructions and grading criteria available on blackboard website under assignments]

2. **ASSIGNMENT: Observation #1 (Infants and Toddlers)**

Week 03- Infancy & Toddlers

- Chapter 5- Cognitive Development of Infancy & Toddler hood
- Chapter 6-emotional Social Development in Infancy and Toddler hood

Week 04- Early Childhood

- Chapter 7-Physical & Cognitive Development-Early Child-Hood
- Chapter 8 Emotional Social Development-Early childhood

1. **ASSIGNMENT: Observation #2 Assigned—early childhood**
2. **ASSIGNMENT: Project #1 Gender Roles/Aggression [Exercise #1]**
Due Week 5

Week 05-Early Childhood Continued—Middle childhood-6-10 years

- Chapter 9 Physical/Cognitive-Development
- Chapter 10 Middle Childhood Social/Emotional Development

1. **Assignment –Project #2-Adolescence Then and NOW interview/response – DUE week 7**

Week 06-

1. **Exam #1 Chapters 1-8**

2. Assigned Observation #33 –covers Middle Childhood—

Week 7 -- Chapter 11 & 12-Adolescence –Physical, Cognitive, Emotional & Social Development in Adolescents

1. Assigned Observation #4- covers Adolescence

2. Assignment –Applied Project #2-Adolescence Then and NOW interview/response DUE

Week 08– Early Adulthood 13 & 14

Observation #5 Early Adulthood

Week 9 13 & 14 Middle Adulthood

EXAM #2- Chapters 9-12 [Middle childhood, Adolescence, Early Adulthood]

WEEK 10 -Chapter 15&16 - Physical & Cognitive Development Middle Adulthood

Observation #6 Middle Adulthood & Late Adulthood

WEEK 11 Late Adulthood-Chapter 17 & 18 Topic

EXAM #3 13-16

WEEK 12—Late Adulthood-Chapter 17 & 18 Topics: Late Adulthood, Geriatrics

WEEK 13 --Chapter 19-Elders, elder abuse-

APPLIED PROJECT DUE

WEEK 14 – Chapter 19 Death & Grief

- Hospice
- Living Wills

1. EXAM #—Chapters17-19 [Late Adulthood-Grief & Dying]

WEEK 15

Film & visitors

WRAP UP.

WEEK 16-FINALS Week

THERE IS NO FINAL EXAM.